

Glebe Academy

Curriculum Policy



'Achieving Together'

Approved by the Governing Body of Glebe Academy

Chair of Governors: Mrs Kay Price

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Curriculum Policy

At Glebe Academy we are passionate about Education and work hard to give our children experiences which provide them with a fantastic start in life and ensure they enjoy, achieve and develop high aspirations for their future.

Our school is a place where children, staff and families are valued and all work together to ensure that children are challenged academically, inspired creatively and supported and fostered in their emotional development, hence our motto, *'Achieving Together'*.

Our aim is to provide the best possible educational experience for the children – where they will develop positive attitudes to themselves, to others and to the communities they contribute to. We have high expectations of them and of ourselves, by encouraging children to be independent, confident individuals and by encouraging them to make the most of the opportunities provided for them.

Children have just one childhood; we believe their primary school experience should be magical and wondrous, filled with inspirational and unforgettable learning experiences. At Glebe, we know it is both our duty and privilege to help children delight in their precious childhood years, building a firm foundation for the rest of their lives.

Our priority is to develop the whole child by stimulating enquiring minds and fostering excitement for learning, enabling them to take an active part in the National and wider curriculum and allowing our teachers to take a creative approach to their practice.

We put skills of communication, enquiry and problem solving at the heart of our curriculum. We want to encourage our children to be involved in assessing their learning and develop an understanding of the next steps in their learning journey.

Core Principles:

Our curriculum will be carefully planned and based on a thematic approach to teaching and learning, it will be designed to support children's natural curiosity and stimulate their creativity using half termly Imaginative Learning Projects (ILP's) in each year group to drive key aspects of the curriculum. Children should be able to make connections in their learning, applying the skills and knowledge learned within many different aspects of the curriculum.

- The children will be encouraged to access learning in a variety of ways. Children's learning as far as possible should be through experience, play, outdoor learning and within relevant contexts, discovering that learning is not passive but very active.
- The children will feel motivated, challenged and supported. Children need to be able to take risks in order to progress further and learn from mistakes and successes that they have.
- The children will have clear outcomes to their learning; these can be presented through a range of media and ways, often making effective use of the creative arts and computers/ICT.
- We aim to create a community of learners where children, staff and parents work with each other sharing in their different passions for learning. We want to be able to draw on resources from the school, locality and wider community to create a challenging, distinctive and exciting curriculum.

- We enable the children and parents to have some input into the design of their curriculum and feel that their ideas are listened to and where possible acted upon.
- We want the children to have a well-resourced and rich learning environment that promotes their sense of responsibility and autonomy.
- We want to enable the children to be life-long learners by allowing them to learn and experience the knowledge and skills they need to progress into the future.
- The children need to see themselves as creative learners who have the drive and determination to achieve more.

EYFS Curriculum

The children in our Nursery (FS1) and Reception (FS2) classes experience all areas of the Early Years Foundation Stage Curriculum.

The curriculum for the early years consists of 3 prime areas. These areas cover the knowledge and skills which build the foundations for children's school readiness and future progress. These are applied and reinforced by 4 more specific areas of development.

- Prime – Communication and language: development involves giving children opportunities to experience a rich language environment, develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

- Prime – Physical development: this involves providing opportunities for young children to be active and interactive. It helps to develop their co-ordination, control and movement.

Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- Prime – Personal, social and emotional development: this involves helping children to develop a positive sense of both themselves and others around them. It helps them to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- Specific – Literacy: development involves encouraging children to link sounds and letters, helping them begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to help ignite their interest.

- Specific – Mathematics: this involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to help them describe shapes, spaces and measures.

- Specific – Understanding the world: this involves guiding children to make sense of their physical world and their community by providing opportunities to explore, observe and find out about people, places, technology and the environment.

- Specific – Expressive arts and design: this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Key Stage 1 and 2 National Curriculum

English

We teach English each day for at least one hour. Most writing experiences are taught and applied through the ILP with an English objective/focus. We teach the children reading skills through shared and daily guided reading sessions. Writing skills are taught through the creation of tool kits which support the children in developing their vocabulary, punctuation and grammar skills providing them with the necessary tools to be confident writers. We actively promote reading for pleasure and undertake many activities to encourage it. As a school we use the 'Read, Write Inc' phonics programme throughout Foundation and Key Stage 1 and where required in Key Stage 2. Pupils in Year 2 and Key Stage 2 use the 'Get Spelling' programme.

Maths

We teach Mathematics each day for at least one hour. Lessons include an element of mental maths skills. We focus on the four areas of maths: Number including place value, addition, subtraction, multiplication, division and fractions, Geometry including properties of shape, position and direction and angles, Measurement including using standard units of measure, perimeter, capacity and Statistics including data interpretation.

Science

Science, where possible is taught in a creative way and linked to other subjects, where this is not possible and to ensure that the demands of the National Curriculum are met it will be taught weekly. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations. Children are encouraged to be creative and taught to understand fair testing through designing their own experiments.

In Science pupils observe, explore and ask questions about living things, materials and physical processes. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

Pupils are taught to be able to describe associated processes and key characteristics in common language, but are also taught to be familiar with, and use, technical terminology accurately and precisely. They are encouraged to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

Computing

Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children at Glebe Academy must be taught if they are to be ready for the workplace and able to participate effectively in this digital world. Key Stage 1 and 2 pupils receive a discrete 'Computing' skills session once per week. Application of these skills is then seen and developed throughout other curriculum lessons during the week.

The national curriculum for computing has been developed to equip young people in England with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives. Through the new programme of study for computing, children at Glebe Academy will be given the opportunity to learn how computers and computer systems work; they will design and build programs, develop their ideas using technology and create a range of content. The national curriculum for computing will provide the school with an exciting opportunity to reinvigorate teaching and learning in this important area of the curriculum and establish opportunities for computing across the curriculum.

PE

Our PE curriculum is taught by Teachers in our school and Sports Coaches. Children learn a range of life skills in this incredibly important subject that will support many aspects of their lives. A child will develop both physical skills and the skills required to make a positive leader. These skills will have a more active role in our pupils' futures.

Areas covered within PE at Glebe Academy include fundamentals of movement, throwing and catching skills, travelling (including gymnastic skills as well as running/jogging) tactics for specific team games, athletic disciplines and swimming. We have a residential trip in Year 6 to Stanley Head Outdoor Education Centre, where children have the opportunity to experience new sports such as caving, bouldering, archery and orienteering.

Humanities

The teaching of Geography and History Curriculums is through a theme based approach. Whilst developing children's geographical and historical skills, knowledge and understanding there are also many opportunities to establish cross-curricular links and apply those skills that have been learned and developed in other subject areas including English, Mathematics and Computing. Such links may include:

- Development of writing skills such as reports, explanations, personal writing and information texts.
- Reading Comprehension Skills – reading for understanding and meaning.
- Research of specific topics using a variety of sources including the Internet.
- Using Computing Skills to present information (e.g. Microsoft PowerPoint).
- Organising and presenting data.
- Presenting work for display based on a specific topic area.
- Opportunities outside of the classroom to enhance pupils' understanding of the world around them and relate this to specific topic areas.

In Key Stage 2 children will be given the opportunity to focus on key historical events and time periods ranging from the Stone Age through to the Viking era and that of the significant events in British and World history.

Foundation Subjects

Although English and Mathematics are at the very core of what we do at Glebe Academy there are opportunities within the curriculum to develop pupils' artistic and creative skills. The Art, Design Technology and Music curriculums provide children with a range of challenges and areas for creative development including drawing, painting, sketching, construction and also cooking and nutrition within Art and Design Technology; Music will incorporate such elements as composing, performing and appraising. The use of technology and embedding the Computing Curriculum across the subject range will be an integral part of what the pupils experience.

Modern Foreign Languages

The National Curriculum gives a greater emphasis on the teaching of a Modern Foreign Language at Key Stage 2. At Glebe Academy we teach Spanish as a modern foreign language from Year 3.

Religious Education

As a distinctively Christian School we teach RE each week as a discrete lesson. The teaching of Christian is the primary focus of our RE curriculum and in line with the Stoke on Trent R.E Syllabus, however we do teach aspects of other world faiths and religions, enabling the children to gain a better understanding.

PSHE

At Glebe, we aim for every child to have high self-esteem and be equipped to make a valuable contribution in later life.

Our PSHE curriculum is delivered through our Cross Curricular Imaginative Learning Projects. PSHE skills and values are also embedded through whole school assemblies and cross-curricular application.

Specific timetabling for PSHE learning time may also be used to meet each class's personal, social and health needs. Class teachers decide how best to deliver this provision.

Class teachers also cover elements of Sex and Relationships Education content for their year group during with the aim of ensuring that children understand the boundaries of healthy relationships and the changes in their bodies. Notice is always given prior to SRE being taught. Anyone wished to withdraw their child from aspects of SRE, must inform the Principal in writing.

SMSC

At Glebe we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.

The curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own view points.